Governors Throw Their Weight Behind Merit-Pay Movement

Initiatives on Compensation, Master Teachers Proliferate in States and Districts

By Thomas Toch

The movement to link public-school teachers' pay to their performance has continued to gain momentum across the country, even though President Reagan has spoken less about it in recent weeks and leaders of the two major teachers' organizations believe it is being overemphasized.

New merit-pay programs have been enacted, or are under consideration, in a number of states and large school districts, and policymakers at both the state and federal levels are calling for new initiatives to strengthen teaching.

The National Governors' Association, meeting in Portland, Maine, last month, endorsed a number of resolutions intended to "express a new and higher regard for teachers." These included a call for states and school systems to create "career ladders" for teachers; improve methods for recruiting, training, and paying teachers; and find "new ways to honor teachers."

The nation's governors also urged that states find ways to make it easier for "qualified outsiders to serve in the schools" as teachers and that states "examine and tighten procedures for deciding which teachers to retain and which to dismiss."

Master Teachers, Merit Pay

At its annual meeting in Denver last month, the Education Commission of the States also focused on merit pay, master teachers, and the development of new methods of rewarding public-school teachers. Gov. Lamar Alexander of Tennessee, Don Cameron, executive director of the National Education Association (N.E.A.), and Albert Shanker, president of the American Federation of Teachers (A.F.T.), took part in a panel discussion on merit pay in general and Governor Alexander's proposed master-teacher plan for Tennessee. *(See excerpts on pages 18 and 19.)*

Mr. Shanker, suggesting the A.F.T.'s reason for its qualified support of the Tennessee plan, said: "It may very well be that the only way to get the public in Tennessee or some other state to support a massive infusion of funds in improvement of education is to go with something like this. That does not mean that I agree with the public, and it does not mean that they are right. But we are all practical people, and if the difference is getting nothing because the public feels that you are doing the same old thing or getting a tremendous infusion of new funds by doing something that we don't think is perfect or absolutely right, I think the right strategy is to involve the public and get the additional support."

The A.F.T., using its conciliatory position on the state's proposed master-teacher plan as leverage, will mount a major organizing effort in Tennessee at the end of this month, according to a union spokesman. Currently, an (N.E.A.) affiliate, the Tennessee Education Association, represents the overwhelming majority of the state's 46,000 teachers.

Other Actions

Among other significant actions in recent weeks:

- The governors of Florida and California signed bills creating state-funded master-teacher programs that will offer the states' best teachers increased salaries and status.

The new Florida law offers all of the teachers in the state an opportunity to apply for the position of "associate master teacher" if they have three or more years of experience, hold, or are working toward, a master's degree, pass a written examination in their subject area, and earn favorable ratings on an annual evaluation in their schools.

These teachers must also pass an evaluation by a state-trained panel consisting of a subject-area specialist from outside the teacher's school system, a principal, and another teacher. The state will grant teachers master-teacher certificates that will be valid throughout Florida for three years and will, pending final recommendations by a state panel and funding by the legislature, pay associate master teachers an additional $3,000 a year.

After a teacher has been an associate master teacher for three years, he or she may apply to become a master teacher, through a similar review system. Florida is likely to pay these teachers $5,000 annually, according to Garfield W. Wilson, director of teacher education and certification in the state.

The entire program is tentatively scheduled to begin in the fall of 1984 and is expected to cost the state $80 million for the 84-85 school year.

California, under a "mentor-teacher" plan, will pay the top 5 percent of the teachers in each school system a $4,000 bonus in each of the next three school years.

The mentor teachers will be recommended locally by panels of educators (a majority of whom will be teachers) and will be selected by school boards. The law calls for them to work with beginning or less effective colleagues, although the terms of their work will be negotiated locally. The California Teachers Association, which endorsed the plan, is recommending that the mentor teachers continue to spend at least 60 percent of their time teaching.

The program is expected to cost California $10.5 million in the 1983-84 school year.

'Academic Ladder'

- The Shawnee, Okla., school board recently approved a master-teacher plan that will create an "academic ladder" for its teachers, much like that used widely in higher education.

Teachers with over eight years of experience could earn up to 30 percent over their regular salary if, after applying to the program, they are selected as "master teachers" by eight-member panels of teachers, parents or community members, and school administrators. Master teachers would perform a variety of extra tasks in addition to their duties as full-time teachers.

The plan was proposed by Superintendent Elam Hertzler. He is former executive assistant to Secretary of Education Terrel H. Bell, who has begun in recent weeks to promote the concept of an academic ladder. *(See Education Week, July 27, 1983.)*

- Gov. Charles S. Robb of Virginia has proposed a $500,000 pilot project to test performance-based pay for two years in school systems that want to experiment with the idea.
- Gov. Bruce E. Babbitt of Arizona recently called for a merit-pay plan in that state that would give up to 20 percent of each school system's elementary-school teachers as much as an 8-percent bonus each year.
- The Senate late last month passed a budget for the District of Columbia that included $1.5 million for a study of merit pay for teachers. The district is the among the 20 largest in the country.
- The Fairfax, Va., school system, also among the largest in the nation, has hired a consultant to study the possibility of implementing a merit-pay plan for teachers and administrators.
- The Alexandria, Va., school board has voted to pay merit bonuses to administrators and is considering doing the same for teachers.

State Policies on 'Master Teachers'

	State Policies on				State Policies on Extra Pay									
	Selecting Supervising Teachers		Recognition of Outstanding Teachers		For Supervising Teachers			For Outstanding Performance			Certification Requirements for Supervising Teachers		Inservice Training of Supervising Teachers	
	Yes	No	Yes	No	Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
Alabama		X		X			X			X	X			X
Arizona[1]		X	X (in progress)		X	$100/new teacher				X	X	(in progress)		
Arkansas		X					X			X		X		X
California		X		X			X	X*				X		X
Colorado		X		X	X	$75/quarter				X		X		X
Connecticut														
Delaware														
District of Columbia	X		X		X	Paid by universities				X		X		X
Florida		X		X			X	X*				X	X	
Georgia	X			X	X	$70 per student					X		X	
Idaho		X		X			X			X		X		X
Illinois	X			X			X			X	X			X
Indiana	X			X			X			X	X			X
Iowa		X		X			X			X		X		X
Kansas		X		X			X			X		X		X
Kentucky														
Louisiana	X			X		varies with all 22 colleges				X	X	(Fall pilot program La. Tech)	X	
Maine		X		X			X			X		X		X
Maryland		X		X			X			X		X		X
Massachusetts	X			X	(Teacher/Year Award)		X			X	X			X
Michigan		X		X			X			X		X		X
Minnesota		X		X			X			X		X		X
Mississippi														
Missouri		X		X			X			X		X		X
Montana		X		X			X			X		X	X	
Nebraska[2]		X		X			X			X		X		X*
Nevada		X		X			X			X		X		X
New Hampshire	X		X				X			X	X			X
New Jersey		X		X	X	$50/student teaching period				X		X		X
New Mexico		X		X			X			X		X		X
New York		X		X			X			X		X		X
North Carolina	will adopt in 82/83	X		X	will adopt in 82/83		X			X	X			X
North Dakota	X			X	X	$18/quarter hour				X	X		X	
Ohio	X			X			X			X	X			
Oklahoma		X		X			X			X		X		X
Oregon		X		X			X			X		X		X
Pennsylvania		X		X			X			X		X		X
Rhode Island	X			X			X			X	X			X
South Carolina		X		X	X	$85/semester				X		X	X	
South Dakota	X			X	X					X		X		X
Tennessee		X		X			X			X		X		X
Texas	X			X	X	$200/year				X		X	X	
Utah		X		X			X			X		X		X
Vermont	X			X			X			X		X		X
Virginia	X			X			X			X		X		X
Washington		X		X			X			X	X			X
West Virginia		X		X	X					X	X			X
Wisconsin	X			X			X			X	X			X
Wyoming		X		X			X			X		X		X

(1) "Yes" answers refer to assessment of beginning teachers.
(2) Colleges select master teachers.
* Policy enacted in July, 1983.
Source: Southern Regional Educational Board, 1983. Based on 1982 data.

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THE PAST YEAR—A Complete Index to Vol. II

In this issue, *Education Week* catalogues the major news and developments in American education over the past 12 months—more than 7,000 listings of articles, Databanks, and Commentaries, beginning with Issue 1, dated Sept. 8, 1982, and concluding with this issue.

See Page 15.

THE NEXT YEAR

To help you plan your schedule for the coming school year, *Education Week* will include in next week's issue a pullout calendar of professional meetings and events for the 1983-84 academic year, listed by date and by sponsor.

See Issue 1, Vol. III.

EDUCATION WEEK

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Poll Finds Public Endorsement of School Reforms

Favors More Homework, Classwork, and Testing

By Eileen White

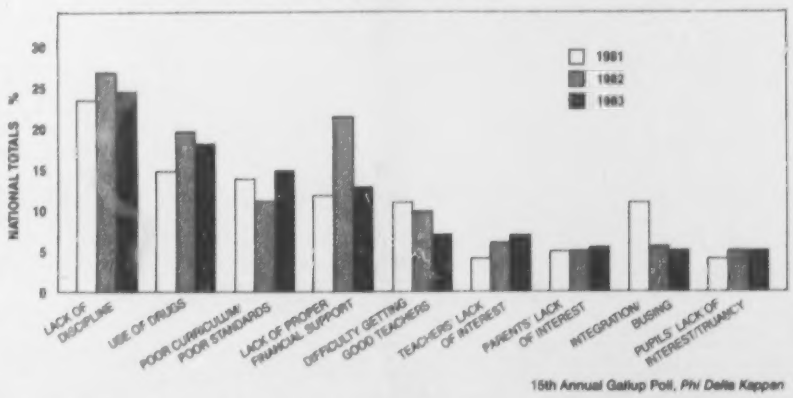
WASHINGTON—The latest edition of a national opinion poll has found that the American public largely agrees with the major findings of several recent blue-ribbon panels on education: The quality of the nation's public schools has declined, and broad reforms—including merit pay for teachers and a tougher curriculum—are needed.

The survey, conducted by the Gallup Organization early in May, reported that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings.

More significantly, according to the survey report, even those who had not yet heard of the commission's recommendations, which were released on April 26, were critical of the schools. Although four-fifths of those surveyed were "uninformed" about the report, 74 percent of that group agreed that "the quality of education in the U. S. public schools is only fair and not improving."

The survey, "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," also found support for some of the commission's specific recommendations. Those polled were in favor, by a two-to-one margin, of paying individual teachers based on the "quality of [their] work." Seventy-two percent said schools should make computers available to students. And a majority of those polled agreed that neither elementary nor high-school students are now required to work hard enough "in school and on homework."

Major Problems Confronting the Public Schools, 1981, 1982, and 1983



15th Annual Gallup Poll, *Phi Delta Kappan*

The results indicate that "the commission report had not substantially changed the views of the public about public education," wrote the authors of the survey, which was sponsored by the Phi Delta Kappa education fraternity. "One reason, perhaps, is that the public already agreed with many of the commission's main conclusions," they wrote.

Secretary of Education Terrel H. Bell, who appointed the excellence commission and has been promoting its findings in appearances around the country, said he was "encouraged" and "gratified" by the poll's evidence of support for reform.

"I believe the reason the commission report has received such an overwhelming response is that it did strike a harmonious chord with the general public. We have more momentum right now for improving the schools than we've had in many, many years," the Secretary said in an interview last week.

Two of the commission's recommendations—that both the school day and the school year should be lengthened—did not receive overwhelming support from those polled, however. Forty percent favored adding 30 days of instruction to the school year, while 49 percent were opposed. And 41 percent supported lengthening the school day by one hour, while 48 percent were opposed.

In addition, the pollsters found evidence

Continued on Page 10

Survey Indicates Teacher Support For Merit Pay

N.S.B.A. Says Nearly Two-Thirds in Favor

By Thomas Toch

Nearly two of three of the teachers responding to a national survey on the issue of merit pay said they support the idea of paying better teachers more money.

Sixty-three percent of the 1,261 elementary- and secondary-school teachers in a "statistically representative" survey conducted by the National School Boards Association (N.S.B.A.) in May said they agree that "teachers who are more effective in the classroom should receive larger salary increases than teachers who are less effective."

The survey is the first attempt to address "a glaring lack of information" concerning teachers' attitudes towards merit pay since its emergence as a national issue, according to the association.

Only 17.6 percent of the teachers in the survey said they support the current system of linking salary increases strictly to

Continued on Page 12

New Immigrants Swell Enrollments in Texas Border Towns

By Hope Aldrich

When schools opened in Eagle Pass Tex., last Thursday, a new junior high school stood half-built and empty because the district did not have money to complete it. But teachers will face as many as 38 students per room, and a high school built for 2,000 will house nearly 3,000, when all the enrolled children arrive in a few weeks, according to Superintendent Inez Ramirez.

Moreover, the district, located in a farming town of 30,000, expects to take in at least 500 more new legal and illegal immigrant students this year, according to Mr. Ramirez, and he said he does not know where to put them.

"Every year we grow by about 500 students," said Mr. Ramirez. "We built an elementary school. We started the junior high. But over 60 of our businesses have closed. We don't have enough capital to finish it. Our biggest problem is space."

In the Brownsville School District, several hundred miles south, the situation is much the same. At least 1,000 legal and illegal immigrant children are expected this fall in the 30,000-student district. And while the shortage of bilingual teachers is serious, the shortage of classrooms poses an even more difficult problem, according to Superintendent Raul Besteiro. He needs 100 more rooms, as well as replacements for the nearly 300 World War II barracks that serve as portable classrooms.

Influxes of immigrant students from Mexico are not a new problem in the school districts that are strung along the 1,200-mile Texas border and that serve as entry points from Mexico. Most school administrators in these towns report that their districts have experienced a steady growth—caused largely by the new immigrants—of about 4 percent a year for the last 8 or 10 years.

In most districts, the numbers of legal and illegal immigrant children coming in are about equal, their officials say. About 30,000 illegal immigrants are enrolled in schools throughout the state.

What is new, the officials say, is the space shortage. They attribute the problem largely to the sudden devaluation of the peso, which has shut down many of the businesses in the border towns, leaving many local citizens unemployed; and that situation

Continued on Page 13

Bell To Convene National Forum On Education

By Tom Mirga

WASHINGTON—Secretary of Education Terrel H. Bell announced last week that he will sponsor a major two-day conference of the nation's educational leaders "to share ideas about how we can best work together to strengthen American education."

Mr. Bell, speaking before a group of journalists attending a National Press Club luncheon, said the participants will include governors, state legislators, university and business officials, parents, and teachers. The conference, which has not been scheduled yet, will focus on findings culled from the regional meetings now being held by the National Commission on Excellence in Education, he continued. The final meeting in that series of 12 is scheduled for Seattle on Oct. 3.

Continued on Page 12

THE WEEK

A SUMMARY OF NEWS AND EVENTS

In Summary

National Diffusion Network
Educators from 30 states will participate in a teleconference to learn about new approaches to computer education. **Story on Page 4.**

Teachers Lose Ground
Teachers' purchasing power has declined sharply over the past decade, according to the Carnegie Foundation. **Story on Page 4.**

Teachers Are the Key
The controversial psychologist B.F. Skinner urges more, not less, emphasis on pedagogy in moves to reform schools. **Story on Page 5.**

Getting Better, But More To Do
Southern legislators applaud recent progress in their schools and pledge to work for continued improvement. **Story on Page 6.**

Financial Crunch in Colorado
Almost half the state's school districts may have to seek local tax increases to balance their budgets. **Story on Page 6.**

Black Athletes
Educators are working to change an N.C.A.A. rule that could keep many blacks from competing in college athletics. **Story on Page 6.**

Sex Discrimination in Michigan?
A state athletic association has filed suit to keep the Education Department from trying to enforce Title IX. **Story on Page 7.**

Racial Discrimination in Houston?
The Justice Department charges in a civil suit that a suburban school district discriminates against blacks in hiring. **Story on Page 7.**

Political Offensive
A division of the A.F.L.-C.I.O. has released a report criticizing the President's rhetoric and actions in education. **Story on Page 8.**

A Question of Propriety
Federal auditors have accused PUSH-EXCEL of misspending more than $700,000 in federal grants. **Story on Page 8.**

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Federal

U.S. To 'Get Tough' On Federal Workers With Overdue Loans

Thousands of federal employees who have defaulted on their federal student loans can expect to see their paychecks cut by as much as 15 percent under a new "get-tough" policy recently announced by the Reagan Administration.

Earlier this month, Education Department officials sent sealed envelopes containing the names of 41,000 suspected delinquent borrowers to various department and agency chiefs.

The officials are to cross-check the E.D. lists with their own personnel records to determine whether the borrowers still work for the government and, if they do, to seek the repayment of the loans.

The employees will be given until Sept. 1 to make good their debts or to arrange a payment schedule with the department under the new policy. If they do not respond to requests for repayment by Nov. 15, the department will request that a portion of their salaries be garnisheed.

U.S., In Effort To Recover Funds, Sues School Board

The federal government last month filed a civil suit against the Union City (N. J.) school board, former mayor William Musto, and several others to recoup funds it says were taken from two high-school building projects by city officials who have been convicted of racketeering and taking bribes.

The former mayor, the school board, and several others, the government claims, received $4.46 million from the federal Economic Development Administration for improvements at two high schools. About $940,280 of that sum disappeared, according to U. S. attorneys, who claim the money was used for kickbacks and bribes. The government's suit seeks nearly $2 million.

Meanwhile, the school board is suing the bonding agents for $2 million for selling invalid bonds.

R.I. School Systems Ask High Court To Decide Aid Dispute

Three Rhode Island school districts have asked the U. S. Supreme Court to rule against a six-year-old state law that requires them to provide transportation to private-school students because, they maintain, busing for such students is more expensive than transportation for public-school students.

The districts, Jamestown, Chariho, and Charlestown, were ordered by the U. S. Court of Appeals for the First Circuit to continue the busing because the Supreme Court had previously ruled in favor of similar practices in other states.

The districts, however, contend that cross-district busing of students to private schools creates a "disproportionate and excessive cost."

States

U.S. Appeals Court Rules Dallas Schools Still Segregated

A federal appeals court earlier this month upheld a 1982 decision by a lower court, in which the judge refused to declare the Dallas Independent School District "unitary," or fully desegregated, and to retain jurisdiction in the case.

The U. S. Court of Appeals for the Fifth Circuit also upheld all but one attendance-boundary change that Judge Barefoot Sanders ordered into effect last year in order to improve racial mixing in the 127,000-student district.

The only portion of Judge Sanders's opinion that was reversed on Aug. 11 involved attendance-zone changes for three East Dallas high schools. The appeals court agreed with motions filed by a parents' group arguing that the changes would disrupt a naturally integrated setting.

Dallas school officials have indicated that they would not ask the U. S. Supreme Court to overturn the appeals court's ruling.

In other school-desegregation-related activity:

- New Jersey's commissioner of education recently announced that he would allow the Hillside Public Schools district to desegregate its elementary schools in two phases rather than enforce an unpopular plan designed to fully integrate classrooms when classes resume next month.

Under the new plan, the school district will be allowed to delay the integration of students in kindergarten through 5th grade until the beginning of the 1984-85 school year. Students in grades 6 through 8 will be assigned to new schools before classes begin on Sept. 6.

- City officials and black parents in St. Louis recently filed motions with a federal appeals court seeking to delay the scheduled implementation next month of a county-wide voluntary school-desegregation plan.

Lawyers for the city are contesting a part of U. S. District Judge William L. Hungate's order requiring the city to raise taxes to help pay for the plan. The parents, meanwhile, have claimed that the plan, which envisions the eventual transfer of 15,000 black students from the city to surrounding suburban schools, will strip city schools of their finest black students.

Nebraskans Support Higher Teacher Pay, But Not Tax Hikes

Respondents in a survey conducted by the Governor's Task Force on Excellence in Education in Nebraska said they favor higher pay for teachers but do not want higher property taxes.

Some 84.9 percent of the respondents favored higher pay for teachers and 60 percent supported the establishment of merit-pay programs for outstanding teachers. But only about 31 percent said they wanted an increase in property taxes to support school-improvement projects.

Some 600 people attending four "town-hall" meetings to determine citizen priorities in education responded to the survey.

About 78 percent of those responding said state aid to education should be increased.

The survey also indicated that residents would like to see more required courses in high school, but they do not want longer school days or a longer school year.

Teachers' Union Will Poll Localities In Massachusetts

The Massachusetts Teachers Association announced plans recently to poll local communities in the state in an attempt to gauge public sentiment towards the state's schools.

The telephone survey will be conducted by local union members in 25 to 30 communities, according to Stephen Wollmer, communications director for the M.T.A. The random-sample survey will concern issues addressed in the reports of the various national commissions on education, he said.

Mr. Wollmer said the union's leaders are undertaking the survey to ensure local leadership in the state's reform efforts. "We want to have some say in what comes down in Massachusetts," he said.

The union's survey is scheduled to be completed before Dec. 1, the deadline for filing new legislation in the state. Mr. Wollmer said the survey's results could lead to legislation proposed by the union. The M.T.A. represents 55,000 teachers in 351 communities statewide, according to Mr. Wollmer.

Carnegie Report Examines the 'Unhealthy Condition of Teaching'

By Thomas Toch

WASHINGTON—A smaller portion of public-education funding was used for teacher salaries in 1982-83 than in 1972-73, and the purchasing power of teacher salaries declined sharply during the intervening decade, according to a report released last week by the Carnegie Foundation for the Advancement of Teaching.

Using previously published figures from the National Education Association, the foundation calculated that teacher salaries amounted to 41 percent of the $106 billion spent in the general operation of public elementary and secondary schools during the 1982-83 school year, compared to 49 percent of the $43.7 billion spent 10 years earlier.

The report also found that when inflation is taken into account, teacher salaries declined by 12.2 percent between 1972-73 and 1982-83, while total personal income in the country increased by 17.8 percent during the same period. The amount of money spent per pupil in the public schools rose by an inflation-adjusted 22.5 percent in that 10-year span, according to the report.

The 119-page study also draws together other statistics, covering a range of subjects involving teachers and the schools, from documents published previously by the National Education Association, the U. S. Census Bureau, and other federal agencies.

The purpose of the report, titled "The Condition of Teaching: A State by State Analysis," is to draw attention to the unhealthy condition of the teaching profession, according to Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, "because teachers are going to be the key to reforming the schools."

Considered collectively, Mr. Boyer writes in a foreword to the report, the statistics "make clear that the teaching profession is in crisis."

"Poor students are going into teaching, teacher pay has actually declined in relation to other professionals and public employees, credentialing is a mess, and teachers do not receive adequate recognition and reward," he writes.

Data on population and enrollment trends, teacher-certification requirements, and the academic characteristics of education majors, as well as the comparative salary figures, are included in the report, which was compiled under contract by C. Emily Feistritzer, publisher of two newsletters on education.

The information reveals some dramatically varied circumstances among the states. For example:

- In Alabama, 60.5 percent of public-education funds last year went to pay teachers, compared to 29 percent in Michigan.
- Enrollment in public elementary and secondary schools increased 20.7 percent in Utah between 1972-73 and 1982-83, while enrollment dropped 37.4 percent in the District of Columbia, 31 percent in Delaware, and 25 percent in Connecticut during the same period.
- Between 1972-73 and 1982-83, the purchasing power of a teacher's salary dropped 21.5 percent in Massachusetts, 27.1 percent in New Hampshire, and 19.8 percent in New Jersey, but it increased 2.9 percent in New Mexico.

The report is intended to supplement a two-year study of American high schools to be released by the foundation next month, Mr. Boyer said.

Change in Teachers' Purchasing Power From 1972-73 to 1982-83

State	Average salary 1982-1983	Percent change in purchasing power from 1972-73	State	Average salary 1982-1983	Percent change in purchasing power from 1972-73
Alabama	$17,850	-4.2%	Montana	$17,463	-5.0%
Alaska	33,953	+0.6	Nebraska	17,412	-13.3
Arizona	18,849	-18.4	Nevada	20,944	-16.3
Arkansas	15,176	-9.9	New Hampshire	15,353	-27.1
California	23,555	-15.2	New Jersey	21,642	-19.8
Colorado	21,500	-3.3	New Mexico	20,600	+2.9
Connecticut	20,300	-16.7	New York	25,100	-12.0
Delaware	20,665	-15.2	North Carolina	17,836	-15.4
District of Columbia	26,045	N.A.	North Dakota	18,390	-1.0
Florida	18,536	-13.0	Ohio	20,360	-8.0
Georgia	17,412	-7.7	Oklahoma	18,110	+0.9
Hawaii	24,796	+2.4	Oregon	22,334	+1.2
Idaho	17,549	-0.4	Pennsylvania	21,000	-12.1
Illinois	22,618	-12.2	Rhode Island	23,175	-5.0
Indiana	20,067	-13.2	South Carolina	16,360	-11.6
Iowa	18,709	-15.2	South Dakota	15,595	-14.2
Kansas	18,299	-6.5	Tennessee	17,425	-8.7
Kentucky	18,400	+2.6	Texas	19,500	-2.4
Louisiana	19,269	-5.2	Utah	19,677	+0.6
Maine	15,772	-23.4	Vermont	15,338	-25.0
Maryland	22,786	-11.2	Virginia	18,707	-15.5
Massachusetts	19,000	-21.5	Washington	23,413	-3.9
Michigan	23,965	-12.8	West Virginia	17,370	-7.0
Minnesota	22,296	-7.0	Wisconsin	20,940	-12.6
Mississippi	14,285	-10.1	Wyoming	24,000	+12.3
Missouri	17,726	-15.0	Average	20,331	-12.2

Source: National Education Association and Feistritzer Publications

Conference Features Computer Education

By Sheppard Ranbom

Educators from 30 states will convene on Sept. 7 at 57 sites—including Holiday Inns and the studios of public-television stations—to watch a video teleconference that will familiarize them with six model computer-education programs selected for inclusion in the National Diffusion Network (N.D.N.).

The N.D.N., which receives about $10 million each year in discretionary funds from the U. S. Education Department, provides grants to aid in the dissemination of "special materials" developed under the Elementary and Secondary Education Act of 1965. The N.D.N. was initially authorized by Congress in 1974.

Five states in the network—Arkansas, Iowa, Kansas, Missouri, and Nebraska—will spend $4,500 from regional network funds to defray production costs of the teleconference and of studio and satellite time, according to James H. Connett, director of the Kansas Educational Dissemination Diffusion System-LINK, coordinator of the event.

The teleconference can be watched by any school district or educational group that has a satellite dish and can receive signals from the Westar-4 satellite.

10,000 Viewers Expected

As many as 10,000 viewers are expected to participate; more than 1,000 will watch from conference rooms in 20 Holiday Inns across the country. The hotel chain has offered N.D.N. half-day rates of $625 for rooms that will seat up to 100 people, the use of a satellite dish, and video projectors or television monitors.

Other viewers will watch the teleconferences at public-television stations, on cable television, or, if they have access to a satellite-receiver dish, in school auditoriums.

The Nebraska educational-television network will broadcast the event.

During the teleconference, directors of the six N.D.N. projects will make presentations and answer questions from viewers. The viewers will be in communication with the broadcasting site at KUON-TV (the public-television station of the University of Nebraska at Lincoln) via telephone.

Five of the six projects chosen to make presentations are:

- "Computeronics," which was designed by the Leon County School Board in Tallahassee, Fla. to introduce gifted students in grades 6 and 7 to computer programming, problem solving, and computer literacy;
- The "Individualized Prescriptive Arithmetic Skills System" (I.P.A.S.S.), developed by the Pawtucket (R. I.) School Department, which uses microcomputers and specially designed software to monitor the achievement of students in basic mathematical skills;
- Project "CAM," a microcomputer-based instructional management system first started by the Hopkins (Minn.) Public Schools—and currently used in 1,000 classrooms nationwide—that helps teachers use students' test scores to monitor how well they are achieving course objectives and also to show the students their progress.
- Cooperative Federation for Educational Experiences (Project COFFEE), a comprehensive occupational-education program in high technology for "alienated/disaffected" secondary-school students. The program was designed by seven school districts near Oxford, Mass., in cooperation with local business and industry;
- A project, developed by the Asbury Park (N. J.) Board of Education, that uses computers to teach secondary-school mathematics.

School Expenditures as a Percentage of Personal Income 1972-1973 and 1982-1983, By State

State	1982	1972	Rank in 1982	Rank in 1972
Alaska	9.0	9.6	1	1
New Mexico	7.6	6.7	2	5
Wyoming	7.2	6.1	3	12
Utah	6.7	6.5	4	7
Michigan	6.3	6.4	5	9
Oregon	6.0	5.1	6	31
Montana	5.8	5.6	7	20
North Carolina	5.6	5.1	8	31
Maine	5.5	5.9	9	13
Vermont	5.5	7.8	10	3
West Virginia	5.2	5.4	11	25
Iowa	5.3	5.8	12	15
North Dakota	5.3	5.1	12	31
Wisconsin	5.3	5.8	12	15
Minnesota	5.2	7.2	15	4
Arkansas	5.1	4.6	16	47
New York	5.1	6.3	16	10
Arizona	5.0	5.5	18	22
Idaho	5.0	5.0	18	36
Mississippi	5.0	5.8	18	15
South Carolina	5.0	5.7	18	19
New Jersey	4.9	5.3	22	28
Oklahoma	4.9	4.9	22	40
Washington	4.9	5.5	22	22
Delaware	4.8	6.5	25	7
Indiana	4.8	5.0	25	35
Georgia	4.7	4.6	27	47
Kansas	4.7	4.8	27	42
Rhode Island	4.7	5.0	27	35
South Dakota	4.7	5.4	27	25
Colorado	4.6	5.8	31	15
Kentucky	4.6	4.4	31	50
Pennsylvania	4.6	5.6	31	20
United States	4.6	5.5	31	22
Louisiana	4.5	6.2	34	11
Maryland	4.5	6.6	34	6
Texas	4.5	5.4	34	25
Hawaii	4.4	5.2	37	30
Ohio	4.4	4.9	37	40
Tennessee	4.4	4.6	37	47
Virginia	4.4	5.3	37	28
Connecticut	4.3	5.1	41	31
Massachusetts	4.3	5.0	41	35
Nebraska	4.1	4.7	43	45
Illinois	4.0	4.8	44	42
Missouri	4.0	4.7	44	45
Nevada	4.0	8.0	44	2
Florida	3.7	4.3	47	51
New Hampshire	3.7	4.8	47	42
Alabama	3.4	4.1	49	52
District of Columbia	3.4	5.0	49	35
California	3.2	5.9	51	13

Source: Feistritzer Publications